



Russell Street Infant School

STARS – Safe, Together, Achieve, Resilient, Special

ELSA

JOB DESCRIPTION

Job Title	Responsible to
Emotional Literacy Support Assistant (ELSA)	Headteacher, Social Worker, SENDCo(s)/ DSLs

Job Purpose
<p>Support children with social, emotional, physical and/or educational needs in accordance with school policy.</p> <p>Encourage a learning environment throughout the school which allows children to acquire and develop emotional literacy skills.</p> <p>Build positive relationships within the community and be a strong link for our vulnerable families and children.</p> <p>Support children with a wide range of communication needs.</p>

Occupational Standards: Supporting Teaching and Learning (STL) Level 3

Main Duties and Responsibilities
<p>Under the direction of the School's Social Worker/SENDCOs/DSLs</p> <ol style="list-style-type: none"> 1. Work with individuals or groups of children who are experiencing difficulties with emotional literacy or other aspects of school or home life. 2. Build supportive, nurturing and safe relationships with children, offering individualised support where needed to enable effective communication through a variety of appropriate methods. 3. Develop an understanding of a range of learning, medical and behavioural needs, and plan, design and deliver appropriate programmes to support children's emotional literacy and wellbeing. 4. Create, develop and produce resources for use with intervention programmes, as appropriate. 5. Maintain accurate and up-to-date records, ensuring that all documentation is distributed and filed according to school procedures and GDPR requirements, and that strict confidentiality is upheld. 6. Work closely with the School's Social Worker, SENDCo(s) and DSLs to support children either through regular interventions or ad-hoc sessions, as appropriate. 7. Provide targeted emotional literacy interventions for individuals or groups, taking responsibility for leading allocated programmes, with oversight or support from senior staff when necessary. 8. Monitor and assist with routine tasks such as tidying up and maintaining supplies of materials and equipment. 9. Run a lunchtime support club for identified children and Elsa Social Communications group. 10. Provide appropriate care for pupils during routine agreed tasks such as personal care, ensuring all actions follow school protocols and safety guidelines. Full training will be provided where required to carry out these duties safely and confidently. 11. Provide support with whole class supervision for teachers' planned lessons. 12. Deliver specialist programmes of intervention and therapy (once trained)- including SALT. <p>Planning and Organising</p> <ol style="list-style-type: none"> 13. Plan and organise own work and/or intervention to meet given priorities. 14. Assess the range and volume of work to be undertaken for the days or weeks ahead and plan to ensure it is completed to time and to an appropriate standard. <p>Analysis reporting and documentation</p> <ol style="list-style-type: none"> 15. Maintain and submit records following relevant school policies & procedures. 16. Liaise with class based staff about the themes of the sessions and share advice/resources regarding how pupils can be supported.

Working with Others

17. Respond to individual needs and/or answer simple queries politely, asking for assistance where necessary.
18. Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.
19. Liaise and work in partnership with key leads for other activities that may impact on own areas of responsibilities.
20. Embrace Supervision and networking opportunities in the local area.
21. Develop close liaison and working relationships with the SENDCo, Social Worker to best meet the needs of the pupils
22. Support home visits as appropriate.

Whole-school organisation, strategy and development

23. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the School's values and vision.
24. Make a positive contribution to the wider life and ethos of the school.

Professional Development

25. Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school staff and identifying relevant professional development to improve own personal effectiveness.

Personal and Professional Conduct

26. Uphold public trust by maintaining high standards of ethics and behaviour within and outside school.
27. Have a proper and professional regard for the ethos, policies and practices of the school. And maintain high standards of attendance and punctuality.
28. Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
29. Respect individual differences and cultural diversity.

Generic Duties

ICT

- All staff are expected to follow (and ensure students follow) the procedures as laid out in RSS Acceptable Use Policy.
- Staff are also expected to ensure that they follow RSS policies with regard to professional conduct when using ICT systems or RSS ICT equipment.

Health and Safety

- Employees are required to work in compliance with MK and RSS Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by MK/RSS.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- Russell Street School is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by RSS. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

Data Protection

- RSS takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. RSS requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform RSS Data Protection Officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of RSS. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

PERSON SPECIFICATION

Job Title: ELSA - Emotional Literacy Support Assistant

Grade: D

	Essential	Desirable	How assessed
<p>Qualifications</p> <ul style="list-style-type: none"> • NVQ 2/3 in Supporting Teaching and Learning, or equivalent OR • Able to demonstrate the ability to meet the STL Level 3 National Occupational Standards relevant to this post. <ul style="list-style-type: none"> • Level 2 qualifications in maths/numeracy and English/literacy OR • Able to demonstrate competency in literacy and numeracy equivalent to level 2. <ul style="list-style-type: none"> • ELSA Training 	✓	✓	App/Doc
			App/Doc
	✓		App/Doc
<p>Experience</p> <ul style="list-style-type: none"> • Experience of supporting teaching and learning or social/emotional needs in a formal setting. • Experience of supporting teaching and learning or social/emotional needs in a specialist setting. • Supporting learning or social/emotional needs from ages 4 – 7. • Previous ELSA experience. • Have experience of working with children with medical needs. • Experience of working with children on the Autistic spectrum. 	✓	✓ ✓ ✓ ✓	App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref
<p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge of child protection and health and safety procedures. • Knowledge and understanding the theory and practice of providing effectively for the individual needs of children 	✓		App/Int/Ref
		✓	App/Int/Ref
<p>Skills/Attributes</p> <ul style="list-style-type: none"> • Ability and willingness to undertake professional development. • Able to develop appropriate trustful relationship with specific children. • Promote the school’s aims and vision positively. • Develop good personal relationships within a team. • Establish and develop close working relationships with parents, and the community. • Communicate effectively. • Promote a happy, challenging and effective learning environment. • Use ICT to enhance children’s learning. Use ICT as a day to day tool. • Good interpersonal skills. • Empathy with children and young people. • Willingness to undertake all training to support pupil’s medical needs. 	All		App/Int Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref Int/Ref
<p>General Circumstances</p> <ul style="list-style-type: none"> • An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Int
<p>Factors not already covered</p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.</p>	✓		Med

App = Application Form

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)